Report of

The Provincial Advisory Committee on Post-Secondary Education for Native Learners

to

The Honourable Bruce Strachan,
Minister of Advanced Education,
Training and Technology

February 28, 1990

FRASER VALLEY COLLEGE

90-04749/

March 21, 1990

Hon. B. Strachan, Minister
Ministry of Advanced Education, Training and Technology
Parliament Buildings
Victoria, B.C.
V8V 1X4

Dear Mr. Strachan:

It is with pleasure that we submit to you the final report of the Advisory Committee on Native Indian Access to B.C.'s post-secondary institutions.

It was a privilege to work with such a knowledegable and dedicated committee, which unanimously supports this report and its recommendations.

We draw your attention particularly to the extensive consultation process which took members of the committee to many parts of the Province. We emphasize that we found a remarkable awareness, not only of the dimensions of the challenge, but also of the potential solutions that are contained in the report's recommendations.

We thank you and your predecessor, The Hon. Stan Hagen, for initiating and supporting this process. We also express our appreciation to your Ministry's staff in providing a highly professional level of support.

Sincerely yours,

Peter Jones
President, Fraser Valley College

Gordon Antoine
Chief, Coldwater Band

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TABLE OF CONTENTS

Terms of Reference 1

Committee Members ..... 2 - 3

1. INTRODUCTION ..... 4 - 6

2. HISTORICAL OVERVIEW ..... 7 - 9

3. THE CONTEXT 10

4. PRINCIPLES 11

5. CHALLENGES TO THE POST-SECONDARY SYSTEM

- Governance ..... 12 - 16
- Jurisdiction ..... 17 - 18
- Cultural ..... 19 - 22
- Program ..... 23 - 25
- Financial 26
- Geographic ..... 27 - 28

6. CONCLUSION 29

7. SUMMARY OF RECOMMENDATIONS ..... 30 - 32

8. IMPLEMENTATION ..... 33 - 34

Appendices:

I. Cost Estimates 35

II. Census Data ..... 36 - 44

III. Native Education Advisory Committee - First Nations Resolution 45

IV. Job Description: Coordinator of Native Education 46

V. First Nations 5 Year Strategic Plan ..... 47 - 49

VI. Priority Recommendations by Community Priority 50

VII. Consultation Participants ..... 51 - 54

VIII. Glossary 55

"THE CO-CHAIRMEN AND MEMBERS OF THE COMMITTEE WISH TO EXPRESS THEIR WARM APPRECIATION FOR THE LEADERSHIP SHOWN BY MS. CHRISTIE BROWN OF THE MINISTRY. HER ORGANIZATIONAL ABILITIES AND TACT ENABLED THE COMMITTEE TO DEAL WITH DIFFICULT ISSUES IN AN OPEN AND PROFESSIONAL MANNER."

GORDON ANTOINE

PETER JONES

EXECUTIVE SUMMARY

First Nations are under represented in the province's post-secondary institutions; only 3 percent of the Native population pursue post-secondary training compared to 15 percent of the general population.

In response to this grave concern and in response to a recommendation of the Provincial Access Committee the Minister of Advanced Education, Training and Technology created a Provincial Advisory Committee on Post-Secondary Education for Native Learners. The task of this committee was to recommend strategies to improve the participation and completion rates of First Nations students in the post-secondary system.

The committee drafted a consultation paper, summarizing and compiling recommendations identified by First Nations in previous provincial consultations, commissions and studies, and circulated it widely. Meetings held at fourteen community centres provided a forum for public input. The twenty-one recommendations for change, contained in this report, represent consensus decisions of the committee.

PRIORITY RECOMMENDATIONS

Early in its deliberations, the committee developed a goal statement that reads:

> **"That British Columbia, together with First Nations, recognize and act on the urgent need to increase the participation and completion rates of First Nations post-secondary learners to at least the national average by 1995, and that this process incorporate the unique cultural traditions of the First Nations."**

Provincial experience has demonstrated that participation and completion rates increase dramatically when the unique cultural traditions of First Nations are incorporated into program design and delivery. The priority concerns, identified by First Nations and outlined below, reflect urgent needs requiring immediate action and a commitment for multi-year funding by government.

1. NATIVE INSTITUTIONS

- That Native Institutions be eligible for direct provincial funding. (RECOMMENDATION 7)

2. *SUPPORT SERVICES*
   - That support services be provided for Native students at post-secondary institutions.
     (RECOMMENDATION 11)

3. *PROGRAMS*
   - That bridging programs be delivered to prepare First Nations for program entry.
   - That Literacy programs be delivered to First Nations.
     (RECOMMENDATION 15, 16)

4. *LANGUAGE*
   - That Native languages receive academic credit.
   - That Native teacher language training be initiated.
     (RECOMMENDATION 12)

5. CROSS-JURISDICTIONAL
   - That cross-jurisdictional issues be examined and remedied by First Nations, Provincial and Federal governments.
     (RECOMMENDATION 9)

6. *ACCOUNTABILITY*
   - That systems for accountability be established to monitor student completion rates and fiscal allocations.
     (RECOMMENDATION 19)

To assist First Nations achieve parity in post-secondary participation by 1995, immediate steps must be taken. All strategies for change must recognize, strengthen and incorporate the unique cultural traditions of British Columbia's First Nations.

PROVINCIAL ADVISORY COMMITTEE ON POST-SECONDARY EDUCATION FOR NATIVE LEARNERS

TERMS OF REFERENCE

- Advise the Ministry on the development and implementation of policy on post-secondary education for Native learners.
- Assist the Ministry in developing systems and gathering statistics and relevant research that will determine the effectiveness of post-secondary services and programs for Native students.
- Examine current and alternate models for affiliation agreements.
- Identify, review and comment on key issues as they affect accessibility, effectiveness and quality of education to post-secondary opportunities for Native learners.
- Consult with all provincial regions with all parties involved in access to post-secondary education for Native learners.
- Provide minutes of meetings to Bands, Tribal Councils, Native Congress, and post-secondary institutions.
- Liaison with this Committee and the Ministry of Education, the Ministry of Native Affairs, Indian and Northern Affairs Canada, and Employment and Immigration Canada.
- Undertake specific projects or tasks in keeping with the Terms of Reference.
- Report to the Minister of Advanced Education, Training and Technology.

Committee appointments are effective immediately. Members will be expected to meet at least three times a year. At the end of the first year Committee membership will be reviewed. The agenda for the Committee will be set by the co-chairs, who will be spokepersons for the Committee.

The Ministry will record and distribute the minutes of the meetings, and will provide administrative support, travel, and other expenses of the Committee.

PROVINCIAL ADVISORY COMMITTEE ON POST-SECONDARY EDUCATION FOR NATIVE LEARNERS

Co-chaired by:

Chief Gordon Antoine, Coldwater Band, Merritt, British Columbia

Dr. Peter Jones, President, Fraser Valley College

Members:

Jo-Ann Archibald, Supervisor, Native Indian Teacher Education Program, First Nations House of Learning, U.B.C.

Jeannette Armstrong, Director/Administrator, En'Owkin Centre, Penticton, B.C.

Doug Baker, Principal, Nicola Valley Institute of Technology, Merritt, B.C.

P. Terrance Brown, Barrister and Solicitor, L'ax Ghels Community Law Centre Society, Terrace, B.C.

Nicholas Butchart, Student, University of Victoria

Ernie Collison, Band Manager, Massett, B.C.

Minnie Croft, Haida Elder, Vancouver, B.C.

Eric Denhoff, Associate Deputy Minister, Ministry of Native Affairs

Pat Etzerza, President, Tahltan Tribal Council, Dease Lake, B.C.

Dr. Glenn Farrell, President, Open Learning Agency, Vancouver, B.C.

Howard Green, Former Director, Native Education Centre, Vancouver, B.C.

Edward John, Barrister and Solicitor, Carrier-Sekani Tribal Council, Prince George, B.C.

Chief Robert Louie, Barrister and Solicitor, West Bank Indian Band

Edward McMillan, Vice Principal, (Nisga'a Tribal Council), New Aiyansh, B.C.

Theresa Neel, Education Coordinator, Service Branch, STO:LO Nation Canada (Chilliwack Area Indian Council)

Rozalee Tizya, Self-Government and Education Coordinator, United Native Nations, Vancouver, B.C.

Richard Vedan, Board Chairman, Native Education Centre and Faculty, Vancouver Community College

Committee Advisors:

Dr. Les Bullen, Consultant, Ministry of Advanced Education, Training and Technology

Christie Brown, Manager, Ministry of Advanced Education, Training and Technology

Ms. Robin Ciceri, Director, Ministry of Advanced Education, Training and Technology

Dr. Jack Newberry, Director, Ministry of Advanced Education, Training and Technology

Committee Resource Persons:

Rick Connolly, Director, Ministry of Education

John Ellis, Director, Employment and Immigration Canada

Margaret Filmer, Research Officer, Ministry of Advanced Education, Training and Technology

Ron Penner, Manager, Indian and Northern Affairs Canada

Juanita Tupper, Director, Indian and Northern Affairs Canada

INTRODUCTION

The experience of First Nations[1] students in the post-secondary system has not been positive. Educational levels of British Columbia Natives[1] are alarmingly low. Available statistics confirm that the public education system, at all levels, is failing to meet the needs of First Nations.

Fifteen colleges, four institutes, three universities and the Open Learning Agency constitute the British Columbia post-secondary educational system.

Approximately 80% of Native students do not complete high school. Forty-one percent (41%) of the Registered Indian population in British Columbia have less than a grade nine education while only 3% have had some university training.[2] The few Native students enrolled in post-secondary studies do not enjoy high rates of completion.

In its Report of September, 1988, the Provincial Access Committee identified Native British Columbians as under-represented in advanced education and job training, and recommended:

> **"... that the Provincial Government take immediate steps, in consultation with Native Indian groups, universities and colleges, to develop and implement a detailed strategy to address the diverse advanced education and job training needs of Native Indians."**[3]

In April, 1989, The Honourable Stanley B. Hagen, the former Minister of Advanced Education, Training and Technology, announced[4] the formation of a **Provincial Advisory Committee on Post-Secondary Education for Native Learners**. The Minister invited the participation of First Nations and the public post-secondary system to assist in the policy development process.

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[1] - For the purpose of this paper, "First Nations" includes "Native", "Aboriginal", "Indian", "Inuit", "Metis", "Status Indian", "Non-Status Indian", and "Treaty Indian".

[2] - Department of National Health and Welfare, Indian Health Services, Medical Services Branch, 1989. (Figures for Non-Status are not known).

[3] - "Access to Advanced Education and Job Training in British Columbia", Report of the Provincial Access Committee, September 1988.

[4] - "Access for All" initiative, Ministry of Advanced Education, Training and Technology, 1989.

As a goal of the "**Access For All**" initiative the Provincial Government announced its intention to bring post-secondary participation rates to the national average by 1995.[5] First Nations share this vision. The Committee developed a goal statement to guide its activities and recommendations.

It reads:

> **"That British Columbia, together with First Nations, recognize and act on the urgent need to increase the participation and completion rates of First Nations post-secondary learners to at least the national average by 1995, and that this process incorporate the unique cultural traditions of the First Nations."**

A Consultation Paper[6] was drafted by the Committee summarizing previous studies and reports[7] on obstacles to, and suggested recommendations for, First Nations success in the post-secondary system. Input was encouraged from First Nations[8], Native organizations, post-secondary institutions and other interested citizens at public meetings in fourteen locations in British Columbia. The Committee received 85 written submissions and 130 oral presentations throughout November and December, 1989. Results from the consultative process were compiled and studied by the Committee. Recommendations contained in the Report reflect priority solutions identified by First Nations and their supporters.

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[5] - "Access for All" initiative, Ministry of Advanced Education, Training and Technology.

[6] - Paper compiled by Provincial Advisory Committee on Post-Secondary Education for Native Learners for consultation purposes throughout British Columbia.

[7] - Submissions to the Access Committee, 1989; "A Legacy For Learners", the Royal Commission on Education, 1988;
Affiliation and Accreditation Research Study, 1988;
Carrier-Sekani Tribal Council - Conference Report #2, 1988; "Systems for Success", Nicholas Butchart (Malaspina college student study), 1989.

[8] - Aboriginal people are members of distinct nations in British Columbia.

The Committee extends their thanks to all those who participated in this process. In particular, we would like to recognize First Nations Elders, present at every consultation meeting, for their leadership, vision and support.

In British Columbia, across Canada, and around the world, indigenous peoples are claiming their right to exercise authority in systems that govern their lives. Obstacles to the provincial educational system at the post-secondary level challenge the existing system to respond. This Report, presented to the Honourable Bruce Strachan, Minister of Advanced Education, Training and Technology, in March, 1990, contains recommendations that the Committee believes will assist the Provincial Government in responding to the distinct needs of British Columbia's First Nations in the post-secondary system.

HISTORICAL

Canada's First Peoples have flourished for thousands of years. Complex cultures and stable settlements developed in all areas of British Columbia. Approximately 40% of the total Native population of Canada lived within the present boundaries of British Columbia. Today, this province is home to 18 percent of Canada's Native population and 34% of all Bands. Of Canada's 2,300 reserves, 1,650 are located in British Columbia.[8]

Contact with Spanish, American and British explorers in the 1700's and early 1800's brought the fur trade, disease, firearms and alcohol. At the time of contact, in excess of two hundred (200) bands were established in their own tribal territories. Each tribe enjoyed highly developed social, educational, economic and political systems prior to contact. [10] From the time of contact to 1835, the Native population dropped from 100,000 to 70,000. By 1885, the number of Native people had further declined to 28,000, and in 1929 reached a low of 22,000. From about 1939 on, the Native population in all parts of the Province began to climb rapidly. [11]

The right to self-government was first recognized by the Royal Proclamation of 1763, which committed the Crown to negotiate treaties with First Nations. Subsequent treaties have explicitly or implicitly acknowledged the aboriginal right to self-government. By 1854, the Crown had negotiated fourteen treaties on southern Vancouver Island, and had established policies for the allotment of reserve lands to Native Indian Nations. In 1899, the federal government negotiated one treaty in the Peace River area.

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[9] - Ministry of Native Affairs, 1989.

[10] - Ministry of Native Affairs, 1989.

[11] - Ministry of Native Affairs, 1989.

Legal definitions of "Indian" were imposed by the federal government's Indian Act resulting in the emergence of "Registered" or "Status" Indians and "Non-Status" Indians. Registered Indians are under the jurisdiction of the federal government while non-status Indians are within provincial jurisdiction. In British Columbia, there are 78,057 registered Indians and 71,755 non-status Indians.[12]

Before Confederation, formal educational services for indigenous peoples were delivered by missionaries. After 1871, the federal government delegated this responsibility to the churches. By 1949, the federal government assumed direct responsibility for the staffing of reserve and residential schools. Non-Status Indians had access to provincial schools, but participation and rates of success were poor. If Indians did not accept the residential school system offered by the federal government, they were prohibited from participating in the provincial school system.[13]

Federal and provincial legislation deprived parents of their right to parent, beyond school entry age and children from experiencing their cultures by removing them from their homes and villages. Children were separated from their families for long periods of time while they attended residential schools. While in residence, they were forbidden to speak in their Native languages. Family separation and loss of language threatened cultural survival.

> "By 1951 three generations of adults had been schooled in residential school settings. Education beyond the primary grades became accessible to most young people in the 1950s. A high school education did not become available until well into the 1960's when access to regular high schools was implemented by government policy... Policies designed to civilize, to protect and to modernize... have domesticated the people and the people themselves do not understand why they do not have community health, pride, dignity and self-management... Creating and recreating this understanding is the challenge that faces First Peoples, their friends and their supporters..."[14]

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[12] - Ministry of Native Affairs, 1989.

[13] - "Conspiracy of Legislation", Chief Joe Mathias, January 21, 1986.

[14] - Bill Mussell, Sal'i'shan Institute Society Inc., Chilliwack, British Columbia, 1989.

Today, First Nations urge the Provincial Government to abandon educational policies that encourage cultural assimilation. The resurgence of cultural pride, the need for strong First Nations leadership in the 1990's and beyond, and the realization of self-government will require the assistance of provincial post-secondary authorities.

Within British Columbia, bands are organized into thirty Tribal Councils, representing 10 major linguistic groups. The provincial post-secondary system is challenged to coalesce efforts of three political systems[15] (Federal Government, Provincial Government, First Nations) so that educational opportunities are as available to First Nations as to their non-Native counterparts. The determination of the present government to improve access to education[16] for all British Columbians encourages First Nations to meet with government to assist in the policy formulation process.

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[15] - Federal Government, Provincial Government, First Nations.

[16] - "Access For All" Report; Access Committee; Sullivan Report; creation of the Ministry of Native Affairs and "Access to Justice" Initiative, 1989).

This report is to be read in the context of the following statement issued by the National Indian Brotherhood.

> "...DEFICIENCIES IN EXISTING FEDERAL, PROVINCIAL, AND TERRITORIAL LEGISLATION, POLICIES, ADMINISTRATIVE PRACTICES, AND PROGRAMS WHICH AFFECT THE EDUCATION OF FIRST NATIONS STUDENTS REQUIRE CHANGES TO BE CONSISTENT WITH FIRST NATIONS SELF-GOVERNMENT. ANY PROPOSED CHANGES TO LEGISLATION, POLICIES, PROCEDURES AND PRACTICES MUST HAVE THE APPROVAL OF FIRST NATIONS."[17]

[17] - "A Declaration of First Nations Jurisdiction Over Education," Confederacy of Nations, December 13, 1988.

PRINCIPLES

The four principles outlined below, formulated as committee members debated to reach consensus recommendations, have guided the writing of this report. Implementation strategies, concerning any or all of the recommendations contained within this report, should build on the foundation of these principles.

1. **THE RIGHT OF FIRST NATIONS SELF-DETERMINATION** must be addressed by the provincial post-secondary system in light of the urgent cultural and linguistic needs of the distinct nations of First Peoples. The active participation of First Nations at all levels in the decision making process is required.

2. **FORMAL AND INFORMAL EDUCATION FOR FIRST NATIONS PEOPLE IS AN INHERENT ABORIGINAL RIGHT,** recognized by federal statute. Legal, historic, and moral responsibilities oblige the federal government to provide adequate services at all levels of education. This federal obligation may not be shifted to provinces or territories without the approval of First Nations.

3. **THE HIGH EDUCATIONAL STANDARDS SET BY FIRST NATIONS MUST BE ADHERED TO** in public delivery systems. "First Nations education focuses on the well-being of the students. It is a holistic approach that prepares First Nations students for total living. Modern First Nations education is consistent with traditional First Nations education. Both incorporate a deep respect for the natural world with the physical, moral, spiritual, intellectual and life skills development of the individual. First Nations language and cultural values are taught and enhanced through education.."[18]

4. **THE PROVINCE OF BRITISH COLUMBIA IS RESPONSIBLE FOR ENSURING THAT POST-SECONDARY INSTITUTIONS ARE ACCESSIBLE TO FIRST NATIONS PEOPLE.** Programs and services offered by institutions to assist First Nations must adhere to the high delivery standards outlined in Principle #3. This will require a strong commitment to cooperative planning by First Nations and post-secondary authorities.

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[18] - Excerpted from "Towards a Vision of Our Future", Assembly of First Nations, December 1988.

CHALLENGES TO THE PROVINCIAL POST-SECONDARY SYSTEM

GOVERNANCE

Democratic societies encourage the participation of citizens in the decision-making process. Individually and collectively, a voice into those systems that provide a service to us is assured. Mechanisms that encourage relevant input at all levels of service delivery systems are highly valued.

In the post-secondary system, opportunities for consultation and input are built into the system at local, regional and provincial levels. The experience of First Nations in British Columbia with the post-secondary system has not been characterized by participation in the decision-making process. First Nations have been subjected to various federal and provincial policies asserting the dominant culture's assumed right to prescribe remedies that would "fix" the Indian situation. The legacy of these policies is oppression, failed assimilation and frequently, racism.

Registered and non-status Natives attend public provincial post-secondary institutions. The federal government is responsible for providing the necessary funding for registered Indians to attend post-secondary institutions. First Nations throughout British Columbia urge the provincial government to respect post-secondary federal jurisdiction for registered Indians. Not to do so would interfere with other vitally important issues, as yet unresolved between the federal government and First Nations.

> "...In the light of this impending involvement of the provincial government, it is critical that our political leaders issue a statement to assure First Nations people of British Columbia that these provincial initiatives are taking place with their full knowledge and concurrence..."[19]

The committee recommends:

1.	**THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, IMPLEMENT THE RECOMMENDATIONS OF THIS REPORT IN CLOSE CONSULTATION WITH, AND HAVE THE CONCURRENCE OF, FIRST NATIONS AT LOCAL, REGIONAL AND PROVINCIAL LEVELS.**

[19] - Verna J. Kirkness, Director, First Nations House of Learning, U.B.C.

Input from First Nations at local, regional, and provincial levels of the provincial post-secondary system will begin to assert the right to First Nations self-determination. Some public post-secondary institutions have created First Nations Advisory Councils[20] and the government has been proactive in appointing First Nations people to the governing Boards of a few of the Province's institutions.[21] Consultations[22] validate this direction.

The committee recommends:

2. THAT THE MINISTER APPOINT AT LEAST ONE FIRST NATIONS DIRECTOR, REPRESENTING STATUS AND NON-STATUS NATIVE PERSONS, TO THE GOVERNING BOARD OF EVERY PUBLIC POST-SECONDARY INSTITUTION IN BRITISH COLUMBIA BY MARCH, 1991;

3. THAT PUBLIC POST-SECONDARY INSTITUTIONS ESTABLISH FIRST NATIONS ADVISORY COUNCILS BY SEPTEMBER, 1990; MANDATE OF THESE COUNCILS IS TO ADVISE GOVERNING BOARDS ON MATTERS PERTAINING TO POST-SECONDARY EDUCATION FOR FIRST NATIONS; ADVISORY COUNCILS TO BE CHAIRED BY FIRST NATIONS BOARD MEMBER IDENTIFIED IN RECOMMENDATION #2;

4. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, ESTABLISH A SENIOR MANAGEMENT POSITION RESPONSIBLE FOR NATIVE ADVANCED EDUCATION AND APPOINT A NATIVE PERSON TO THAT POSITION BY SEPTEMBER, 1990; AND

5. THAT THE PROVINCIAL ADVISORY COMMITTEE ON POST-SECONDARY EDUCATION FOR NATIVE LEARNERS FUNCTION TO ADVISE GOVERNMENT UNTIL RECOMMENDATIONS 2, 3 AND 4 HAVE BEEN IMPLEMENTED; THE FIRST NATIONS CONGRESS EDUCATION SECRETARIAT CAN PROVIDE ADVICE TO THE MINISTRY, AS NEEDED, BEYOND THAT TIME.[23]

To achieve the goal of increasing the participation and completion rates of First Nations students in the provincial post-secondary system, extraordinary attention must be focussed on proposed solutions and implementation strategies.

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[20] - Several of B.C.s colleges and universities have Native Advisory Councils.

[21] - University and College Boards.

[22] - Consultations were held at fourteen community centres throughout British Columbia (See Appendix VI).

[23] - First Nations Congress Education was established in 1989. See Appendix II, page 45.

The committee recommends:

6. THAT A PROVINCIAL COUNCIL,[24] ENACTED BY LEGISLATION, AND REPORTING DIRECTLY TO THE MINISTER OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, BE ESTABLISHED; SENIOR LEVEL REPRESENTATIVES FROM THE FOUR UNIVERSITIES, COLLEGES, INSTITUTES, FACULTY, STUDENT ASSOCIATION, MINISTRY, AND FIRST NATIONS INSTITUTIONS SHOULD BE INCLUDED IN COUNCIL MEMBERSHIP.

First Nations have lacked input into the design, development and delivery of public post-secondary programs and services. First Nations leaders, alarmed by the poor participation and success of their students in the public system, began to deliver educational programs in institutions which they governed.

First Nations students are experiencing success, pride and cultural renaissance in their own institutions.

> "First Nations students can meet with the challenge of academics in an all Native environment with Native support as demonstrated by the Nicola Valley Institute of Technology. The important point to emphasize is, First Nations people should have the opportunity of attending or not attending a Native institution."[25]

First Nations Institutes claim an average of 85% completion rates for their students.[26]

> "First Nations students have more successful experiences when they attend First Nations post-secondary institutions...there are problems for First Nations institutions obtaining federal and provincial funding and accreditation to operate their own programs."[27]

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[24] - In 1989, the Ministry of Education established a provincial EDUCATION ADVISORY COUNCIL.

[25] - Bachelor of Social Work students, Nicola Valley Institute of Technology, submission to the Provincial Advisory Committee on Post-Secondary Education for Native Learners, 1989.

[26] - *Affiliation and Accreditation Research Study Report*, First Nations Federation of Adult Educators, March, 1988.

[27] - Chief Nathan Mathew, North Thompson Band, submission to the Committee, 1989.

The success of these institutes is undeniable. The challenge to the provincial government is one of incorporating them into the system. Currently these institutions are indirectly funded by the provincial government and directly funded by the federal government. Both Governments have supported program funding but neither have provided ongoing operational or capital funding. Under legislative authority,[28] the Ministry of Advanced Education, Training and Technology, can allocate money only to provincial post-secondary institutions. First Nations institutes enter into affiliation/accreditation agreements with public institutions so that resources are channelled to them. Fiscal planning is difficult due to funding uncertainties yet the demand for service continues to increase.

> "In our opinion, putting Native education in the control of the Native people is essential if we are to improve the present situation in our province...we strongly endorse the recommendation you have made[29] that Native institutions negotiate independently for provincial funding...and that it be provided at the rates prescribed by the provincial funding formula..."[30]

The long term goal of First Nations to access provincial funding independently of public post-secondary institutions will require legislative changes. Procedures for access to, and accountability for, provincial monies need to be established and regulated. In the short term, the committee recommends:

***7. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, PROVIDE DIRECT FORMULA FUNDING TO EXISTING AND DEVELOPING FIRST NATIONS POST-SECONDARY INSTITUTIONS BY APRIL 1, 1990, AND THAT STANDARDIZED ACCREDITATION AND INDIVIDUALIZED AFFILIATION AGREEMENTS FORM THE BASIS FOR THIS; AND**

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[28] - Colleges and Institutes Act; Universities Act.

[29] - Refers to consultation paper, recommendation #7.

[30] - Dr. David Cane, Principal, Langara Campus, Vancouver Community College, submission to Committee.

* Indicates a priority recommendation.

"The establishment of a new university in a region of substantial Native population provides fresh grounds for optimism. It automatically removes certain barriers which have mitigated against the attendance of Native students at the coastal universities; distance from home, cost, the need to move to urban centres, and the discomfort of studying in large and impersonal environments".[31]

8. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, FULLY SUPPORT THE IMPLEMENTATION PLANNING GROUP'S RECOMMENDATION FOR A DIVISION OF ABORIGINAL STUDIES WITHIN THE FACULTY OF ARTS AND SCIENCE WITHIN THE NEW NORTHERN UNIVERSITY; AND THAT FIRST NATIONS BE REPRESENTED ON THE UNIVERSITY OF THE NORTH'S BOARD OF GOVERNORS AND SENATE.

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[31] - "A Degree Granting Institution for Northern British Columbia", a report submitted by the Implementation Planning Group, December, 1989, Ministry of Advanced Education, Training and Technology.

JURISDICTIONAL CHALLENGES

Federal and provincial programs share in the responsibility of funding programs and support services for First Nations students in the post-secondary system in British Columbia.

Indian and Northern Affairs Canada provide funds to status Indians enrolled at public or private post-secondary institutions (both inside and outside British Columbia) to pay for tuition, transportation, living expenses, books and supplies, and, to institutions, to develop and deliver programs. Financial aid deficiencies have been identified by First Nations students in Adult Basic Education and Vocational Programs. Funds are distributed by Bands, Tribal Councils and other organizations. These organizations are accountable to the Department for expenditures.

The Ministry of Advanced Education, Training and Technology, is responsible for the funding of provincial post-secondary institutions. Student assistance programs are available through this Ministry as well. Non-status Native persons can access these programs for financial aid. Advocacy groups such as the United Native Nations and the British Columbia Association of Friendship Centres urge the province, on behalf of non-status Native persons, to increase financial assistance to the levels available to their non-Native counterparts through Indian and Northern Affairs Canada. Although Bill C-31[32] theoretically provides non-status natives with a mechanism to claim their status, many have not yet been able to do so, and cannot access adequate levels of financial aid.

Employment and Immigration Canada purchases training spaces from public and private institutions for their clients. These purchases, and associated training allowances, cover a range of programs that emphasize skills training. Decisions on training purchases for Native persons are under the direction of nine District Advisory Boards. Often private training institutions are paid less to deliver programs similar to those delivered by public post-secondary institutions. Moreover, of total funds available 16 percent are available through Employment and Immigration Canada's District Advisory Boards.

The Ministry of Education and the Ministry of Advanced Education, Training and Technology, must work more closely together to find strategies to ensure students are adequately prepared to enter post-secondary education and achieve successful completion.

A major impediment to the success of First Nations students in the post-secondary system is the over-representation of Native students in the non-academic streams in secondary school. They are, in effect, "streamed out" before they have the opportunity to enter the post-secondary system.

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[32] - Amendment to the Indian Act.

The Ministries of Education and Advanced Education, Training and Technology must work to develop and deliver transition programs to assist students as they move from high school into the post-secondary system.

Other areas of mutual concern are the recognition of Native languages for academic credit, cross-cultural professional development training, Native teacher language training, and adult basic education.

> "...The most serious drawback is the attrition rate of First Nations students before high school completion. Coupled with this is the number who graduate in, not only a non-academic program, but usually a non-science program..."[33]

These jurisdictional situations illustrate a few of the major challenges to be overcome in delivering post-secondary programs and services for First Nations students. A consistent, coordinated approach in development and delivery systems is critical.

> "...Success can only be achieved with the cooperation of both federal and provincial governments.."[34]

The committee recommends:

***9. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, CHAIR A TRIPARTITE COMMITTEE OF FIRST NATIONS, PROVINCIAL AND FEDERAL GOVERNMENTS, WITH A MANDATE TO ADDRESS CROSS-JURISDICTIONAL ISSUES RELATED TO POST-SECONDARY EDUCATION FOR FIRST NATIONS PEOPLES; AND THAT THE MINISTRY ENSURE THAT THERE IS APPROPRIATE FIRST NATIONS REPRESENTATION ON ALL FUTURE MINISTRY COMMITTEES WHEN ISSUES PERTAINING TO FIRST NATIONS ARISE. (EG. JOINT PLANNING ADVISORY COUNCIL, COUNCIL OF PRINCIPALS)**

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[33] - Verna J. Kirkness, Director, First Nations House of Learning, submission to Committee, 1989.

[34] - Sophie Pierre, Kootenay Area Indian Council submission to Committee, 1989.

* Indicates priority recommendation.

CULTURAL CHALLENGES

RACISM

> "Institutional racism is a fact in the lives of First Nations peoples. It is experienced in the schools, places of work, in the universities and on the streets of this country. The effects have negative consequences which are not well understood. These consequences are frequently called cultural obstacles..."[35]

The many strategies for assimilation have not succeeded, but they have managed to segregate and create intra-conflict in First Nations communities. First Nations seek full partnership in Canadian society. The recognition of their right to retain Native languages, cultures and traditions must be a cornerstone of that partnership. First Nations need to be able to access, succeed and feel comfortable in, post-secondary environments. Understanding of, and respect for, cultural, social and political experiences different from one's own is a process that requires mutual accommodation.

> "Integration viewed as a one-way process is not integration, and will fail. In the past, it has been the Indian student who was asked to integrate; to give up his identity, to adopt new values and a new way of life."[36]

To assist in the process of understanding the reality of racial and cultural differences, the committee recommends:

10. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, IN COOPERATION WITH THE FIRST NATIONS, ACTIVELY ENCOURAGE THE DELIVERY OF CROSS-CULTURAL AWARENESS COURSES TO POST-SECONDARY ADMINISTRATORS, FACULTY, SUPPORT STAFF, STUDENTS AND TO THE PUBLIC AT LARGE.

SUPPORT SERVICES

The typical First Nations student entering the post-secondary system faces the combined pressure of an urban environment, upgrading requirements, academic gaps, funding frustrations, and alienation from family and community.

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[35] - Bill Mussell, Salishan Institute, submission to the Provincial Advisory Committee on Post-Secondary Education for Native Learners.

[36] - "Indian Control of Indian Education", General Assembly of the National Indian Brotherhood, 1972.

Support services are available to students in post-secondary institutions on a universal basis. Counsellors are hired to apply a broad array of skills in providing services to the general student population. Students requiring special services, outside of the general services offered by the institutions, often have a difficult time accessing the required support. Research indicates that students requiring and receiving special services achieve higher academic performance than those who require assistance but do not receive it.

Completion rates for Native students are not available from provincial post-secondary institutions but we do know that less than 3 percent of First Nations have some university education as compared to 6 percent of the general population.[37]

Native institutions build high levels of support services into program delivery systems. Assistance to the new student is particularly important. Educational assessment, referral, orientation to institution and community, and access to financial aid are essential support features. Ongoing services and activities such as tutorial assistance, counselling, active recruitment, child care, transportation, cultural activities, Native student centres and unions are offered by most Native institutions and appear to be critically linked to high completion rates.[38] The average student/counsellor ratio at Native institutions is 1:50 while in post-secondary institutions it is 1:600.[39]

The committee recommends:

***11. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, BY SEPTEMBER, 1990, PROVIDE TARGETED FUNDING TO PUBLIC POST-SECONDARY INSTITUTIONS TO ESTABLISH COORDINATOR POSITIONS WITH THE RESPONSIBILITY OF PROVIDING STUDENT SERVICES FOR FIRST NATIONS.[40] (SEE APPENDIX IV)**

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[37] - Department of National Health and Welfare, Indian Health Services, Medical Services Branch.

[38] - Affiliation and Accreditation Research Study Report for the First Nations Federation of Adult Educators, March, 1988.

[39] - Ministry of Advanced Education, Training and Technology.

[40] - see Appendix IV.

* Indicates priority recommendation.

LANGUAGE

First Nations of British Columbia have adopted a five year plan that supports "the development of a bilingual and bicultural education system which allows for First Nations learners to fully participate in their culture and in the culture of non-Indian people."[41]

> "The Indian people are expressing growing concern that the Native languages are being lost...if the Indian identity is to be preserved, steps must be taken to reverse this trend.."[42]

The preservation of Native languages is central to cultural survival. Throughout British Columbia, First Nations expressed both alarm, that their languages are being lost, and hope, for the possibility of assistance from the provincial government. Many of the Native adults struggling to learn their Native languages are the children who were punished for speaking in their mother tongue in residential schools.

The Ministry of Education, in cooperation and consultation with First Nations, has placed substantial resources into the development of Native language curriculum. The Ministry of Native Affairs, in consultation with First Nations, is developing a plan for several cultural centres in British Columbia to promote Native heritage, language and culture. The Ministry of Advanced Education, Training and Technology is providing funding to assist the Yinka-Dene Language Institute in Vanderhoof in support of its activities.

The committee recommends:

***12. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, FUND FIRST NATIONS TEACHER LANGUAGE TRAINING, AND THAT FIRST NATIONS LANGUAGES BE RECOGNIZED FOR ACADEMIC CREDIT IN THE PUBLIC POST-SECONDARY SYSTEM.**

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[41] - First Nations Congress Resolution, 1988.

[42] - Shirley Leon, submission to Committee.

* Indicates priority recommendation.

AFFIRMATIVE ACTION AND EMPLOYMENT EQUITY

Affirmative action strategies need to be implemented at post-secondary institutions to encourage First Nations participation in both student and employee sectors. Role models, in all areas of administration, staff and student body, serve to encourage Native students.

The committee recommends:

13. THAT ALL PROVINCIAL UNIVERSITIES, IN CONCERT WITH OTHER POST-SECONDARY INSTITUTIONS, REVIEW AND REVISE ADMISSION AND PROGRAM POLICIES TO ACCOMMODATE THE PARTICIPATION OF FIRST NATIONS STUDENTS WHILE MAINTAINING ACADEMIC STANDARDS.

14. THAT POST-SECONDARY INSTITUTIONS EXERCISE AFFIRMATIVE ACTION AND EMPLOYMENT EQUITY - IN THE HIRING OF FIRST NATIONS ADMINISTRATORS, FACULTY AND SUPPORT STAFF; AND THAT ANNUAL REPORTS BE SUBMITTED TO THE MINISTER.

PROGRAM CHALLENGES

The need for 'relevant' post-secondary programming was a central theme of all First Nations. The Committee heard widely diverse viewpoints reflecting variations in language, culture, regional economic development, level of education, and labour market demand. Appropriate solutions for relevant programming must be identified at the community level.

ADULT BASIC EDUCATION

In every area of the province there was widespread concern regarding both content and delivery of Adult Basic Education programs. Graduates of secondary school 'modified' programs, adults with literacy needs, high school drop-outs, and returning adults place a great demand for service by First Nations on this program area.

> "Colleges...must be willing to send instructors...into Native communities to deliver their courses using innovative methods and timetables..."[43]

> "On-reserve learning is certainly an attractive educational delivery system. Native students perform much better on reserve...success and completion rates among natives is substantially higher on-reserve than on-campus"[44]

> "People prefer to train on-the-job and are not used to sitting inside 5 - 6 hours per day. The college should train on-the-job plus do some part-time classroom instruction"[45]

> "If upgrading could be combined with occupational skills training as part of a career-oriented program rather than a prerequisite for these programs...more Native learners would enroll..."[46]

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[43] - Clarence Apsassin, Headman, Treaty 8 Tribal Council, Fort St. John, submission to Committee, 1989.

[44] - John Borass, Principal, Chetwynd Campus, Northern Lights College, submission to Committee, 1989.

[45] - Emma Mack, Home School Coordinator, Anakim Band, Alexis Creek, submission to Committee, 1989.

[46] - Gitksan - Wet'suwet'en Education Society, Hazelton, submission to Committee, 1989.

The Committee recommends:

15. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, WORK WITH INDIVIDUAL INSTITUTIONS TO RESTRUCTURE ADULT BASIC EDUCATION CURRICULUM AND DELIVERY METHODS TO INCORPORATE SKILLS DEVELOPMENT AND ON-THE-JOB TRAINING OPPORTUNITIES TO MEET LOCAL DEMAND.

BRIDGING PROGRAMS

Programs designed to prepare students for college and university entrance were identified in every community as a priority need to enhance the success of First Nations.

> "Students from small, remote communities (including but not restricted to Native settlements) tend not to be well-prepared for university-level instruction."[47]

> "Few, if any, public institutions recognize or give credit to the 'bridging' programs carried out in Native institutions. Native learners who attempt to access public institutions often find themselves having to repeat training..."[48]

The Committee recommends:

***16. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, PROVIDE FUNDING FOR TRANSITION PROGRAMS, AND THAT THESE PROGRAMS BE AVAILABLE THROUGH PUBLIC AND FIRST NATIONS INSTITUTIONS.**

LITERACY

The literacy needs of First Nations must be addressed. It was not until the late sixties that Native students were given the 'right' to attend high school. Consequently, many Native adults have never had the opportunity to learn to read or write. The literacy needs of First Nations were identified in a recently released report prepared by the Provincial Advisory Committee on Literacy.[49]

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[47] - Dr. Sam Scully, Vice-President, University of Victoria, submission to Committee, 1989

[48] - Chief Ray Harris and Bob Allers, Chemainus Native College, 1989

[49] - "Opening the Doors to Lifelong Learning", Report of the Provincial Literacy Advisory Committee to the Minister of Advanced Education, Training and Technology, 1989

* Indicates priority recommendations.

The Committee recommends:

***17. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY SUPPORT THE RECOMMENDATIONS OF THE PROVINCIAL ADVISORY COMMITTEE ON LITERACY AS IDENTIFIED IN THE REPORT "OPENING THE DOORS", TO RESPOND TO THE URGENT NEED OF FIRST NATIONS FOR THE DELIVERY OF COMMUNITY-BASED LITERACY PROGRAMS.**

The need for Adult Basic Education, Transition and Literacy programs were priority needs identified by First Nations. Programs offered over the next decade will have the capacity to have enormous positive impact. First Nations, through local advisory councils and Native institutions, will identify further training needs at the local level that will need to be supported by government. Curriculum will need to be developed and resources shared.

The Committee recommends:

18. THAT RESOURCES BE PROVIDED TO DEVELOP NEW CURRICULUM AND EVALUATE EXISTING CURRICULA, AND THAT A RESOURCE CENTRE BE ESTABLISHED TO COORDINATE THESE FUNCTIONS AND TO ACT AS A CLEARING HOUSE FOR RELEVANT CURRICULUM MATERIALS.

ACCOUNTABILITY

Finally, First Nations consistently express the need for system accountability. If provincial monies are to be expended to assist First Nations to succeed in the public system, the committee recommends:

***19. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, AND PROVINCIAL POST-SECONDARY INSTITUTIONS, BE ACCOUNTABLE FOR PROVINCIAL DOLLARS ALLOCATED FOR FIRST NATIONS, AND THAT STUDENT PARTICIPATION AND COMPLETION RATES BE MADE AVAILABLE IN ANNUAL REPORTS TO FIRST NATIONS.**

* Indicates priority recommendation.

FINANCIAL CHALLENGES

Financial barriers were frequently cited by First Nations students as an obstacle to their participation in post-secondary education.

Status Natives are eligible for financial assistance from Indian and Northern Affairs Canada. Students in this group stated that assistance for Adult Basic Education, vocational and college preparation programs was insufficient to meet demand. Urban students felt that assistance rates did not reflect the cost of living.

Non-status natives are eligible for provincial student aid programs. The Ministry of Advanced Education, Training and Technology does not award Adult Basic Education programs full student loan status.

The Ministry of Native Affairs provides financial assistance to First Nations students through its *First Citizens' Fund*.[50] Students must complete training before funds are released.

With 41 percent of Native persons below a grade 9 level, access to, and success in, Adult Basic Education programs is critical.

The Committee recommends:

20. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, APPROVE FULL STUDENT LOAN STATUS FOR ADULT BASIC EDUCATION FULL AND PART-TIME PROGRAMS AND THAT IT BE MADE FORGIVABLE; THAT SCHOLARSHIPS AND BURSARIES BE DESIGNATED FOR FIRST NATIONS STUDENTS, AND THAT NATIVE INSTITUTIONS HAVE DIRECT ACCESS TO THESE ASSISTANCE PROGRAMS.

[50] - The First Citizens' Fund was established in 1969 and is managed by the Ministry of Native Affairs

GEOGRAPHIC CHALLENGES

First Nations of British Columbia live throughout the Province but are concentrated in the north. A high value is placed upon the traditional way of life and the extended family network.

"In their various continuing efforts to adapt educational services to the needs of Indian people, provincial authorities are inevitably confronted with the scattered nature of the Indian population and the fewness of their numbers in the service area..."[51]

The growth of Native institutes, the development of relevant programming for First Nations in public institutions and the new Northern University will reduce geographic challenges. However,

> "Transportation is always an obstacle. Most of the Native people do not have vehicles...the people are scattered; reserves are not villages, and there are no 'central' learning places...many band administration offices have a computer ...we have the technology; it could be put to excellent use..."[52]

Community based learning centres can play a significant role in student retention. A 1981 study[53] measured the importance of a range of barriers encountered by students utilizing distance education delivery systems. Situational barriers, those arising from an individual's personal circumstances, were the primary determiners of access and retention rates for adult learners. Personal situations that hindered a student's ability to study adversely affected academic success. Native students encounter many situational barriers. Distance delivery systems must be equipped to meet these challenges if they are to be effective.

Current learning centre efforts have been largely academic in nature. Support services have not been viewed as an integral component of delivery. First Nations in both urban and rural locations, would like to utilize available technology. To improve the access and retention rates of Native students, support services must be viewed as an essential part of the delivery system.

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[51] - Verna Kirkness, Western Region Report, 1979.
[52] - Barb Ancheta, Nee Tahi Buhn Band.
[53] - Cross, K. Patricia, *Adults as Learners*, San Francisco: Jossey - Bass, 1981.

The Committee recommends:

21. THAT THE MINISTRY OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY, PROVIDE FUNDING FOR THE DEVELOPMENT AND DELIVERY OF INNOVATIVE DISTANCE EDUCATION PROGRAMS, IN BOTH RURAL AND URBAN CENTRES, THAT COMBINE TECHNOLOGY AND FACE-TO-FACE INSTRUCTION, AND THAT INSTRUCTORS AND TUTORS BE NATIVE WHENEVER POSSIBLE.

CONCLUSION

Major impediments influencing the participation and completion rates of Native students in the provincial post-secondary system are linked to lack of input in the decision-making process, overlapping federal and provincial jurisdictions, cultural variations, lack of relevant programming, financial limitations and geographic distance from post-secondary educational centres.

These factors combine to produce the isolation of individuals and entire communities. Obstacles to access are exacerbated by the unique needs of each of British Columbia's First Nations. The unique history, culture, values and traditions of each nation and their learning needs pose a special challenge to the provincial post-secondary system.

The adult learner must incorporate his own individual experience in the process of learning. Community-based development and delivery systems will enable the post-secondary system to respond to First Nations as distinct societies capable of identifying their unique learning needs.

Participation and success rates of Native students increase dramatically when support services are built into delivery systems. New strategies must recognize, strengthen and incorporate First Nations culture and tradition in the delivery of post secondary programs and support services. The expertise of Native elders must be utilized and recognized in development and delivery.

The committee heard many solutions for change. The diversity of need throughout British Columbia suggests a need to upgrade the quality and availability of educational opportunities in all forms and modes of delivery. Many choices will have to be made over the next decade. First Nations throughout British Columbia speak with one voice regarding the future of post-secondary educational policies and practices. They want to be consulted, listened to, and be active participants in the decision making process.

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[54] - Affiliation and Accreditation Research Study Report for the First Nations Federation of Adult Educators, March, 1988.

SUMMARY RECOMMENDATIONS

1. That the Ministry of Advanced Education, Training and Technology, implement the recommendations of this report in close consultation with, and have the concurrence of, First Nations people at local, regional and provincial levels.

2. That the Minister appoint at least one First Nations Director, representing status and non-status Native persons, to the governing board of every public post-secondary institution in British Columbia by March, 1991.

3. That public post-secondary institutions establish First Nations Advisory Councils by September, 1990; mandate of these Councils is to advise governing boards on matters pertaining to post-secondary education for First Nations; advisory councils to be chaired by First Nations board member identified in recommendation #2.

4. That the Ministry of Advanced Education, Training and Technology, establish a senior management position responsible for Native advanced education and appoint a Native person to that position by September 1990.

5. That the Provincial Advisory Committee on Post-Secondary Education for Native Learners function to advise government until recommendations #2, #3 and #4 have been implemented; at such time the Committee's work will be absorbed by the First Nations Congress Education Secretariat.

6. That a Provincial Council, enacted by legislation, and reporting directly to the Minister of Advanced Education, Training and Technology, be established; senior level representatives from the four universities, colleges, institutes, faculty, student association, Ministry, and First Nations institutions should be included in council membership.

***7. That the Ministry of Advanced Education, Training and Technology, provide direct formula funding to existing and developing First Nations post-secondary institutions by April 1, 1990, and that standardized accreditation and individualized affiliation agreements form the basis for this.**

8. That the Ministry of Advanced Education, Training and Technology, fully support the Implementation Planning Group's recommendation for a Division of Aboriginal Studies within the Faculty of Arts and Science; and that First Nations be represented on the University of the North's Board of Governors and Senate.

* Indicates priority recommendations.

***9. That the Ministry of Advanced Education, Training and Technology, chair a tripartite committee of First Nations, Provincial and Federal governments, with a mandate to address cross-jurisdictional issues related to post-secondary education for First Nations peoples; and that the Ministry ensure that there is appropriate First Nations representation on all future Ministry committees when issues pertaining to First Nations arise (eg. Joint Planning Advisory Council, Council of Principals).**

10. That the Ministry of Advanced Education, Training and Technology, in cooperation with the First Nations, actively encourage the delivery of cross-cultural awareness courses to post-secondary administrators, faculty, support staff, students and to the public at large.

***11. That the Ministry of Advanced Education, Training and Technology, by September, 1990, provide targeted funding to public post-secondary institutions to establish coordinator positions with the responsibility of providing student services for First Nations. (See Appendix IV)**

***12. That the Ministry of Advanced Education, Training and Technology, fund First Nations teacher language training, and that First Nations languages be recognized for academic credit in the public post-secondary system.**

13. That all provincial universities, in concert with other post-secondary institutions, review and revise admission and program policies to accommodate the participation of First Nations students while maintaining academic standards.

14. That post-secondary institutions exercise affirmative action and employment equity - in the hiring of First Nations administrators, faculty and support staff; and that annual reports be submitted to the Minister.

15. That the Ministry of Advanced Education, Training and Technology, work with individual institutions to restructure Adult Basic Education curriculum and delivery methods to incorporate skills development and on-the-job training opportunities to meet local demand.

***16. That the Ministry of Advanced Education, Training and Technology provide funding for transition programs and that these programs be available through public and First Nations institutions.**

* Indicates priority recommendations.

***17. That the Ministry of Advanced Education, Training and Technology support the recommendations of the Provincial Advisory Committee on Literacy as identified in the report "Opening the Doors", to respond to the urgent need of First Nations for the delivery of community-based literacy programs.**

18. That resources be provided to develop new curriculum and evaluate existing curricula, and that a resource centre be established to coordinate these functions and to act as a clearinghouse for relevant curriculum materials.

***19. That the Ministry of Advanced Education, Training and Technology, and provincial post-secondary institutions, be accountable for provincial dollars allocated for First Nations, and that student participation and completion rates be made available in annual reports to First Nations.**

20. That the Ministry of Advanced Education, Training and Technology, approve full student loan status for Adult Basic Education full and part-time programs and that it be made forgivable; that scholarships and bursaries be designated for First Nations students, and that Native institutions have direct access to these assistance programs.

21. That the Ministry of Advanced Education, Training and Technology provide funding for the development and delivery of innovative distance education programs, in both rural and urban centres, that combine technology and face-to-face instruction, and that instructors and tutors be Native whenever possible.

* Indicates priority recommendations.

IMPLEMENTATION

The Committee recommends that priority recommendations be implemented in the fiscal year of 1990/91.[55] A total of 4.1 million[56] is requested to initiate these most critical activities. Other recommendations contained in the report are viewed equally as important and implementation of each of them is encouraged by 1995.

Appendix 1[57] outlines cost estimates over a five year period in the broad categories of programs, support services, coordination and capital. It is the assumption of the committee that program and support service resources directed at provincial post-secondary institutions will be available *through* them so that partnerships in community based delivery are fostered and strengthened.

As a first step in an implementation plan to increase the overall participation and completion rates of native learners in British Columbia it is critical that the Ministry of Advanced Education, Training and Technology appoint a staff person with the sole responsibility of directing and initiating new activities in consultation with First Nations at local, regional and provincial levels. The establishment of a data base; the initiation of bridging, literacy, language, cross-cultural professional development programs in communities throughout British Columbia; special projects to examine legislation, standardized accreditation and affiliation agreements and systems for accountability would be vital job duties of this role to implement in consultation with relevant players at the local level. A committee to examine cross-jurisdictional issues should be immediately established. The Provincial Advisory Committee on Post-Secondary Education for Native Learners would continue to function in fiscal 90/91 to lend its support in this phase of implementation.

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[55] - See Executive Summary.

[56] - Refer to Cost Estimates, Appendix 1, page 35.

[57] - See page 35.

In fiscal 91/92 evaluation of new programs and services, financial aid to students and capital funding are key additions in delivery systems. Program and support service funding reflect modest growth in financial allocations. The recommendations of the special projects initiated in fiscal 90/91 to examine legislation, standardized accreditation and affiliation agreements and accountability systems would be implemented in 91/92. First Nations appointments to governing boards of all post-secondary institutions, the enactment of a Provincial Council and amendments to the Colleges and Institutes Act are designated as critical outcomes of this phase.

Cost estimates and recommended allocations in fiscal years 1992-5 are intended to strengthen all categories of program development and delivery. Program evaluation and systems for accountability are viewed as critical activities during the period. The data base designed in fiscal 1990/91 and implemented in 91/92 will provide all partners in delivery with an accurate base line to measure the impact of new programs and services to the end of 1995. A full evaluation at the end of the five year cycle will lead us into the next planning phase in our concerted efforts to increase the participation and completion rates of First Nations post-secondary learners to at least the national average by 1995.[58]

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[58] - Refer to Committee goal statement, page 5.

COST ESTIMATES, 1990 – 1995

		1990/91 $	1991/92 $	1992/93 $	1993/94 $	1994/95 $
PROGRAMS	Colleges/Institutes	700,000	750,000	750,000	1,000,000	1,000,000
	Universities	550,000	750,000	750,000	850,000	1,000,000
	Native Institutes	1,500,000	1,500,00	1,500,00	2,000,000	2,500,000
SUPPORT SERVICES	Counselling	1,000,000	1,000,000	1,200,00	1,500,000	1,500,000
	Curriculum Development Special Projects	200,000	300,000	300,000	300,000	400,000
	Pro-Development	65,000	75,000	—	—	—
	Evaluation	—	50,000	75,000	75,000	75,000
	Financial Aid	—	400,000	500,000	500,000	600,000
COORDINATION	Provincial Coordination	65,000	65,000	70,000	70,000	70,000
	Committees	20,000	20,000	10,000	10,000	10,000
		4,100,000	4,910,000	5,155,000	6,305,000	8,208,000
CAPITAL			2,000,000	3,000,000	4,000,000	6,000,000
TOTAL		**4,100,100**	**6,910,000**	**8,155,000**	**10,305,000**	**13,875,000**

APPENDIX II
CENSUS DATA

INFORMATION ON POST-SECONDARY NATIVE LEARNERS PARTICIPATION AND COMPLETION RATES IN BRITISH COLUMBIA AND IN CANADA

The statistics presented in this report on the participation and completion rates for post-secondary Native learners were collected from a variety of sources and represent the most reliable information available. Data on this subject area is sparse, and is sometimes based on different criteria for different analyses.

DATA INTERPRETATION:

Federal post-secondary statistics generally do not include Adult Basic Education, trades or vocational programs.

Provincial post-secondary statistics include Adult Basic Education, vocational, career/technology, undergraduate, and graduate programs.

Accurate data on Native participation and completion rates in British Columbia universities and colleges is not currently available, as the registration process does not ask students to reveal their ethnic origins.

I. *Statistics for British Columbia*

A) *General Information:*

(Source: Quasar - Division of D.I.A. working with Statistics Canada)

Number of aboriginal peoples in B.C., December 31, 1988:

* 78,057 status Indians (approximately 42,000 living on reserves)
* 71,755 non-status Indians and Metis
* 740 Inuit

150,552 TOTAL

B) ***Statistics from 1986 Study of Department of National Health and Welfare***

Distribution of Native People in B.C., 1981:

Rural:	Status -	79.0 %
	Non-Status -	15.0 %
	Metis -	5.5 %
	Inuit -	0.5 %
Urban:	Status -	51.0 %
	Non-Status-	31.0 %
	Metis -	17.0 %
	Inuit -	1.0 %

C) ***Department of Indian Affairs Information, 1988-1989***

Total university and college Native students sponsored by D.I.A. in British Columbia this year: *2,189 students.*

Of these students:

20.3% - university; 79.7% - college;
63.9% - female; 36.1% - male.

II. *Statistics for Canada*

The following statistics illustrate levels of education, employment and income for the Native population across Canada.

A) ***Level of Schooling among Native and Non-Native populations, 15 years of age and older and not attending full time, Canada, 1981***

Level of Schooling	Native	Non-Native
Less than Grade 9	41.9%	22.0%
Some High School	29.9%	25.2%
High School Diploma/ Trade Certificate	8.5%	17.1%
Post-Secondary*	20.2%	35.7%

Source: *Profile of Higher Education in Canada* Department of the Secretary of State of Canada

"Post-Secondary" in the ***'LEVEL OF SCHOOLING'*** table refers to all education and training programs offered by post-secondary institutions.

B) ***A Review of the Post-Secondary Student Assistance Program of the Department of Indian Affairs and Northern Development***

First Report of the Standing Committee on Aboriginal Affairs, June 1989

The following six tables were part of the Standing Committee's Report:

1) Percentage of Registered Indian and General Populations with Less than Grade 9 Education, Canada, Provinces/Territories, 1986;

2) Percentage of Registered Indian and General Populations with at Least High School Education, Canada, Provinces/Territories, 1986;

3) Employment Rates for the Registered Indian and General Populations, Canada, Provinces/Territories, 1986;

4) Average Individual Income of Registered Indian and General Populations, Canada, Provinces/Territories, 1985;

5) Percentage of Registered Indian and General Populations With Income Whose Major Source of Income is from Employment or Government Transfer Payments, Canada, Provinces/ Territories, 1985;

6) Indian Post-Secondary Enrollment, 1975-89.

Percentage of Registered Indian and General Populations with Income Whose Major Source of Income is from Employment or Government Transfer Payments, Canada, Provinces/Territories, 1985

Province/Territory	Major Source of Income							
	Employment				Government Transferable Payments*			
	Registered Indian Population			General Popluation	Registered Indian Population			General Popluation
	On Reserve	Off Reserve	Total		On Reserve	Off Reserve	Total	
Nova Scotia & Newfoundland	42.1	63.6	47.4	65.5	57.0	35.8	51.4	28.0
New Brunswick & P.E.I.	41.5	56.3	45.1	63.3	57.9	41.7	54.3	29.7
Quebec	42.1	56.8	45.2	67.1	53.9	37.1	50.4	24.2
Ontario	58.2	65.9	61.8	74.3	39.9	30.4	35.5	15.3
Manitoba	40.8	51.4	44.4	71.2	57.9	44.5	53.3	18.6
Saskatchewan	39.5	43.0	40.8	70.4	58.1	54.1	56.6	18.5
Alberta	46.2	56.4	50.1	77.6	40.4	38.8	39.7	14.1
British Columbia	53.5	51.1	52.5	68.2	44.4	46.2	45.2	20.1
Yukon	64.9	69.3	67.3	85.4	33.1	29.6	30.9	10.4
NWT	68.4	76.7	71.3	87.4	30.7	23.0	27.9	10.8
Canada	47.9	55.8	50.9	71.0	48.5	40.8	45.6	19.4

* Refers to income from all cash transfer payments from all levels of government e.g. Family Allowance, Unemployment Insurance and cash welfare payments.

Source: INAC customized data based on 1986 Census of Canada.

SOCIOECONOMIC DATA FOR THE REGISTERED INDIAN POPULATION USING 1986 CENSUS DATA

Percentage of Registered Indian and General Populations with Less than Grade 9 Education, Canada, Provinces/Territories, 1986

Province/Territory	Percentage of Population with less than Grade 9 Education			
	Registered Indian Population			
	On Reserve	Off Reserve	Total	General Popluation
Nova Scotia & Newfoundland	38.5	22.3	34.9	20.7
New Brunswick & P.E.I.	36.2	28.7	34.5	23.2
Quebec	50.6	28.3	46.1	23.8
Ontario	35.5	21.4	29.1	14.5
Manitoba	52.7	27.6	44.2	17.4
Saskatchewan	50.9	28.9	43.0	18.4
Alberta	44.8	20.1	35.1	10.5
British Columbia	35.5	22.4	29.8	11.0
Yukon	43.7	28.7	35.6	7.5
NWT	65.9	51.3	60.4	28.8
Canada	44.5	24.8	37.1	17.1

Soource: INAC customized data based on 1986 Census of Canada

Average Individual Income of Registered Indian and General Populations, Canada, Provinces/Territories, 1985

Province/Territory	Average Individual Income			
	Registered Indian Population			General Popluation
	On Reserve $	Off Reserve $	Total $	$
Nova Scotia & Newfoundland	7,900	11,200	8,800	15,400
New Brunswick & P.E.I.	7,500	9,600	8,000	14,700
Quebec	9,900	13,400	10,700	17,100
Ontario	10,100	12,400	11,200	19,500
Manitoba	8,200	9,700	8,700	17,000
Saskatchewan	8,600	9,700	9,000	17,000
Alberta	9,300	10,300	9,700	19,800
British Columbia	9,800	10,800	10,200	18,700
Yukon	8,300	10,800	9,600	20,600
NWT	8,900	12,300	10,200	21,400
Canada	9,300	11,000	9,900	18,200

Soource: INAC customized data based on 1986 Census of Canada

Employment Rates for the Registered Indian and General Populations, Canada, Provinces/Territories, 1986

Province/Territory	Employment Rate			
	Registered Indian Population			
	On Reserve	Off Reserve	Total	General Popluation
Nova Scotia & Newfoundland	22.6	48.1	28.5	49.8
New Brunswick & P.E.I.	24.7	27.9	25.5	51.4
Quebec	25.2	41.0	28.4	54.7
Ontario	36.7	48.2	41.9	64.4
Manitoba	23.7	32.4	26.7	62.5
Saskatchewan	24.2	29.6	26.1	62.6
Alberta	28.1	35.5	31.0	65.9
British Columbia	30.4	31.2	30.8	57.5
Yukon	33.5	42.7	38.6	72.6
NWT	30.3	39.9	33.9	64.1
Canada	28.2	36.7	31.4	59.8

Source: INAC customized data based on 1986 Census of Canada

Percentage of Registered Indian and General Populations with at Least High School Education
Canada, Provinces/Territories, 1986

Province/Territory	% Population with at Least High School Education			
	Registered Indian Population			General Popluation
	On Reserve	Off Reserve	Total	
Nova Scotia & Newfoundland	34.3	50.0	37.6	47.1
New Brunswick & P.E.I.	33.1	43.4	35.2	48.4
Quebec	19.7	45.2	24.9	56.3
Ontario	26.4	41.9	33.4	57.0
Manitoba	12.6	33.4	19.6	49.5
Saskatchewan	18.2	33.2	23.6	48.6
Alberta	20.9	38.0	27.6	59.0
British Columbia	26.6	36.0	30.8	59.3
Yukon	22.3	30.1	26.5	66.5
NWT	17.0	21.6	18.7	47.6
Canada	21.7	37.1	27.5	55.8

Source: INAC customized data based on 1986 Census of Canada

INDIAN POST-SECONDARY ENROLLMENT 1975-89*

Year	*Percent*
75-76	0.88
76-77	0.93
77-78	1.22
78-79	1.37
79-80	1.45
80-81	1.58
81-82	1.69
82-83	2.05
83-84	2.36
84-85	2.47
85-86	3.10
86-87	3.40
87-88	3.42
88-89	3.40

(Based on numbers of Indian students funded under DIAND's post-secondary education program divided by the Indian population as recorded in the Indian registry under the Indian Act)
Source:INAC 1989

(*Note: "Post-Secondary" as used in this table refers to university and college programs of one year or more in duration, that are not classified as trade/vocational.)

APPENDIX III

June 06 - 09, 1989
RESOLUTION *10
SUBJECT: NATIVE EDUCATION ADVISORY COMMITTEE

WHEREAS there are two bodies being consulted by the Provincial government on Indian education matters; the Education Secretariat and the Native Education Advisory Committee.

AND WHEREAS there is a need to strengthen our interaction with the Provincial government.

THEREFORE BE IT RESOLVED THAT: this Congress create a committee of seven (7) people to be headed up by Nathan Matthew and with the five (5) people to be chosen from a list of names submitted by Bands and Tribal Groups by Joe Mathias and Nathan Matthew and one (1) person to be chosen by the United Native Nations (U.N.N.).

BE IT FURTHER RESOLVED THAT there will be quarterly education meetings held to give all Bands and Tribal Councils an opportunity to hear from this group and give them input.

AND BE IT FURTHER RESOLVED THAT the province be approached to convert the present funds used for the advisory committee to a contribution to fund this committee.

AND BE IT FURTHER RESOLVED THAT DIA also be approached for funding for the operation of this committee.

MOVED BY: George Watts,
Nuu-chah-nulth Tribal
Council

SECONDED BY: Sophie Pierre,
Kootenay Indian Area
Council

PASSED BY CONSENSUS

Resolution Adopted on:
June 09, 1989
Penticton Trade and Convention Centre
Penticton, B.C.

APPENDIX IV

JOB DESCRIPTION: COORDINATOR - NATIVE EDUCATION

JOB PROFILE: Coordinator, support services for First Nations' students.

JOB GOAL: To assist post-secondary institutions to accommodate the needs of First Nations' students.

QUALIFICATIONS: Degree in Social Sciences or equivalent experience; proven interpersonal and program development skills; excellent and demonstrated knowledge of First Nations.

DUTIES:

1) Administrative
   - Committee Work
   - Member First Nations Advisory Council
   - Represent First Nations viewpoint on institutional committees
   - Planning - program/support service development and delivery
   - Data collection; record keeping

2) Student Support
   - Assessment, recruitment, referral
   - Counselling
   - Study Skills
   - Learning Assistance

3) Liaison
   - Faculty, high schools, Indian and Northern Affairs, Employment and Immigration, Tribal Councils, Bands, community organizations, post-secondary institutions etc.

4) Training and Supervision
   - Volunteers, work study students, students-helping-students
   - Professional Development seminars
   - other staff that may be assigned from time to time

APPENDIX V

FIRST NATIONS
FIVE YEAR EDUCATION PLAN

RESOLUTION #

THAT the B.C. First Nations adopts the following plan and strategy for the years 1988-1993 (5 years).

Principles

1. THAT the First Nations of British Columbia make education a top priority;

2. THAT the First Nations support and promote the development of a bilingual and bicultural Education system which allows for First nations learners to fully participate in their culture and in the culture of the non-Indian people;

Process

3. THAT an education Secretariat be established with a mandate to review, develop and follow up policies on education; that the Secretariat be comprised of representatives appointed by each First Nation and that it will meet at least once annually and that internal-working-mechanisms (i.e. committees, etc.) of the Secretariat will be established by the members of the Secretariat and finally the Secretariat will report annually to the Congress;

Issues

4. *Aboriginal Languages*

   (a) THAT the First Nations work to revive the Aboriginal languages;

   (b) THAT high priority be in place to ensure federal and provincial governments establish, in cooperation with First Nations, Aboriginal languages policies;

   (c) THAT high priority and support be given to the development of Aboriginal language materials (written/oral) for use in all schools attended by First Nations learners;

   (d) THAT the federal and provincial governments provide the proper and necessary levels of fiscal resources to assist in the development of the Aboriginal languages materials;

5. *Curriculum*

(a) THAT each First Nation develop curriculum materials for us in all First Nations, B.C. public and independent schools to assist in a better understanding by the non-Indian population, of the First Nations history, philosophy and way of life;

(b) THAT the federal, provincial and local school authorities assist financially with the development of these curriculum materials;

6. *Teaching*

(a) The First nations support and assist in the training of Aboriginal and non-Aboriginal teachers to deal effectively in the teaching of First Nations learners;

(b) THAT in this regard First nations will assist universities, school boards and the teaching profession to develop relevant training materials and be involved in the training required;

(c) To ensure that more Aboriginal teachers are trained;

(d) To ensure that local school authorities hire more Aboriginal teachers;

7. *Master Tuition Agreement*

(a) THAT the Master Tuition Agreement be renegotiated to allow for greater control by First Nations in the education of their learners;

(b) THAT the funds available under the existing and any new agreement, tuition funds be transferred to First Nations;

8. *Sullivan Royal Commission on Education*

(a) THAT the *intent* of the Sullivan Royal Commission recommendations on First Nations education are supported in principle;

(b) THAT Ed John be appointed to represent the First Nations in the provincial Education Policy Advisory Committee;

(c) THAT the First Nations ensure that there is representation on the curriculum development and teacher development committees which are recommended be established by the Sullivan Royal Commission;

9. *Elementary/Secondary Schools*

THAT in the next 5 year First Nations strive to increase the number of First Nations learners graduating from high school so that it is on par with national high school graduation levels;

10. *Post-Secondary*

(a) To increase the number of First Nations learners graduating from post-secondary institutions and so it is on par with the national average;

(b) To ensure there is proper and full level of financial resources by the federal government to assist First Nations learners to complete their education;

(c) That First Nations learners be encouraged to invest in their education and that First Nations assist by establishing scholarships.

11. *Adult Education*

(a) To increase the number of First Nations adult learners by ensuring easier access to Education opportunities, including occupation and trade schools training;

(b) To ensure there is proper and full levels of financial resources to assist the adult learners in their education.

MOVED BY: Ed John
(Tlazten Nation of the carrier Sekani
Tribal Council)

Gordon Antoine
(Coldwater Nation)

ADOPTED BY CONSENSUS

Provincial Advisory Committee on Post-Secondary Education for Native Learners
Priority Recommendations to Committee by Community Groups

PROGRAM	TRANSITION	LANGUAGE	LITERACY	ADULT BASIC EDUCATION	EDUCATION OF NON-NATIVES	DEGREE WITH NATIVE SPECIALTIES	NATIVE STUDIES	ABORIGINAL RESEARCH INSTITUTE	SUPPORT SERVICE	SUPPORT SERVICE ON CAMPUS	NEEDS ASSESSMENT	FINANCIAL AID	DATA BASE	GOVERNANCE	UNIVERSITY OF THE NORTH	NATIVE INSTITUTE	NATIVE ADVISORY COMMITTEES	NATIVE BOARD REPRESENTATIVE	LIAISON – CEIC/INAC/MED/AEJT	AFFILIATION (FUNDING/STANDARDIZATION)	AFFIRMATIVE ACTION/EMPLOYMENT EQUITY	NATIVE COORDINATOR (PROVINCIAL)
Prince George		✓		✓						✓			✓		✓	✓			✓			
Burns Lake	✓		✓	✓						✓					✓	✓			✓			
Fort St. John	✓	✓		✓						✓					✓	✓			✓			
Penticton	✓	✓								✓								✓	✓	✓		
Merritt			✓	✓						✓						✓			✓	✓		✓
Williams Lake	✓		✓	✓	✓	✓					✓								✓			
Prince Rupert	✓	✓		✓	✓													✓	✓			✓
Hazelton	✓				✓	✓				✓						✓			✓			✓
Chilliwack							✓			✓		✓				✓	✓		✓			
Cranbrook	✓	✓	✓										✓			✓	✓		✓	✓		
Victoria	✓		✓							✓		✓				✓		✓	✓			
Qualicum	✓	✓	✓	✓				✓		✓						✓			✓			
Vancouver	✓	✓			✓					✓		✓						✓	✓		✓	✓

APPENDIX VII

PRESENTERS TO PROVINCIAL ADVISORY COMMITTEE ON POST-SECONDARY EDUCATION FOR NATIVE LEARNERS

Chief Peter Quaw
Fort George Band

Nick Prince
Fort St. James

Doug Brown
Carrier-Sekani Tribal Council

Fran Miller
College of New Caledonia

Gerry Nittel
Prince George Native Friendship Centre

Ileen Heer
Student, College of New Caledonia

Zaa Louie
Stellaquo Band

Russell Alec
Necoslie Band

Monty Palmatier
Native Indian Teacher Education Program

Peggy West
Takla Lake Band

Dixon Taylor
Carrier-Sekani Tribal Council

Cathy Ashurst
College of New Caledonia

Mary Anne Poirier
Babine Elementary School

Pius Charlie
Burns Lake Band

Stephen Patrick
Lake Babine Band

Debbie Dennis
Student, Babine Secondary

Finola Finlay
Northern Lights College

Shirley Churchill
Fort St. John Friendship Centre

Arlene LaBoucane
Fort St. John Friendship Centre

Richard Behn
West Moberly Lake Band

Carolene McGinnis
Tansi Friendship Centre

John Boraas
Northern Lights College

Barry Parker
Okanagan Tribal Council

Glen Douglas
Elder, En'owkin Centre

Henry Michel
En'owkin Centre

Theresa Dennis
En'owkin Centre

Dr. Ben Thomas
Penticton Indian Band

Kathleen Wootton
En'owkin Centre

Dr. Bill Bowering
Okanagan College

Art Napoleon
Okanagan College

Margaret Mahon
Nicola Valley Institute of Technology

Sheila Dick
Secwepemc Band

Jeannette Williams
Student, Babine Secondary

Barb Ancheta
Nee Tahi Buhn Band

Bernie McQuarry
Fraser Lake Band

Darleen Reed
Fraser Lake Band

Charles McCaffray
College of New Caledonia

Joe Michel
Carrier-Sekani Tribal Council

Clarence Apsassin
Treaty 8

Gail Laurie
Treaty 8

Michelle Marshall
Student, College of New Caledonia

Emma Mack
Alexis Creek

Patricia Blandin
Red Bluff Band

Joan Gentles
Williams Lake

Pascal Adams
Student, Cariboo College

Liz Robertson
Cariboo Friendship Centre

Laura Welde
Nisga'a

William Azak
Nisga'a

Noreen Cross
Nisga'a

Lorretta Adams
Nicola Valley Institute of Technology

Marge Mackie-Orr
Student, Nicola Valley Institute of Technology

Kelly Terbasket
Nicola Valley Institute of Technology

Luanne Armstrong
Nicola Valley Institute of Technology

John Collier
Student, Nicola Valley Institute of Technology

Sonny Leonard
Kamloops Indian Band

Adrian Kershaw
Cariboo College

Marilyn Napoleon
Cariboo Tribal Council

Bev Clifton
Hazelton

Vernon Smith
Kitwancool

Lynn Newberry
Hazelton

Delia O'Brian
Hazelton

Wendy Jimmie
Native Indian Teacher Education Program, Chilliwack

Elmie Shappie
Student, Fraser Valley College

Heather Stewart
Mission

Gloria Morgan
Student, Fraser Valley College

Irene Adams
Native Student Association Fraser Valley College

Thelma Stevens
Nisga'a

Sadie Parnell
Kermode Friendship Centre

Ron Jacobs
Kermode Friendship Centre

Joanne Yovandovich
Skidegate Band Council

Frank Cullinson
School Board Chairman Queen Charlottes

Louise Smith
School District #52

Arnie Smith
Nisga'a

Perry McKay
Nisga'a

Sharon Stroeder
North Coast Tribal Council

Skip Kronk
Principal, Prince Rupert

Lily Bell
Massett

Ernie Hill
Hartley Bay

Val Napoleon
Gitksan Wet'suwet'en Education Society

Jim Angus
Kispiox Band

Al Mason
Gitksan Wet'suwet'en

Lois Shannon
Northwest Community College

Linda Morven-Adams
Nisga'a Tribal Council

George Koopmans
Morricetown Band

Jean Bonner
Student, Fraser Valley College

Shirley Leon
Coqualeetza Centre

Wendy Ritchie
Sto:lo Tribal Council

June Sparrow
Native Indian Teacher Education Program

Don Tunstall
Fraser Valley College

Sophie Pierre
Kootenay Area Indian Council

Gail Jacklin
East Kootenay Community College

Debbie Whitehead
East Kootenay Community College

Audrey Birdstone
East Kootenay Community College

Elke Airone
East Kootenay Community College

Chief Ray Harris
Chemainus Band

Bob Allers
Director, Chemainus College

Gordon Reid
Malaspina College

Dr. Sam Scully
University of Victoria

Dr. Ken Coates
University of Victoria

Dr. Brian Wharf
University of Victoria

Lyn Wayland
Student, University of Victoria

Hamar Foster
University of Victoria

Janet Wilson
Hazelton

John Meagher
Camosun College

Nella Nelson
Victoria Central Junior High

Edith Baker
Camosun College

Blair Thompson
Nuu-Chah-Nulth Tribal Council

George Campbell
School District #72

Margaret Neylan
B.C.I.T.

Felicity Jules
First Nations House of Learning, U.B.C.

Robert W. Lowe
United Native Nations and Kwantlen College

Stuart Alcock
B.C. Association of Social Workers

Lorna Williams
Shal'I'Shan Institute

Veronica Cranstonsmith
Student, S.F.U.

Ron Shortt
Native Education Centre

Gloria Nicholsan
Native Women's Association Vancouver

Bob Howard
University of Victoria

Alex Nelson
Victoria Friendship Centre

Buster Wilson
Student, Victoria

Warren Ekness
North Island College

Daisy Sewid-Smith
School District #72

Wayne Cardinal
Malaspina College

Verna Kirkness
First Nations House of Learning, U.B.C.

Lorne Fingerson
B.C.I.T.

Bev Scow
Student, U.B.C. Kwantlen College

Bernard Agg
Vancouver

Dr. Raymond Rodgers
New Summits University College

Phil Stewart
Vancouver Indian Centre

Dr. David Cane
Vancouver Community College

Frank Frigon
Vancouver

APPENDIX VIII

GLOSSARY

Adult Basic Education: Programs designed to help adults complete studies for secondary school graduation level.

Affiliation Agreement: A cooperative agreement between a post-secondary institution and a native post-secondary institution for the delivery of specified programs.

Career/Technology Programs: Specialized education and training programs, with a varying mix of academic and practical content.

Co-operative Education Programs: Programs wherein paid work terms are formally integrated with periods of classroom instruction.

Credit Bank: Procedure through which the Open Learning Agency can accept credits from coursework done at other institutions and evaluate skills and knowledge gained through non-formal learning and assign appropriate credit.

First Nations: For the purposes of this paper, "First Nations" includes "Aboriginal", "Indian", "Inuit", "Metis", "Native", "Status Indian", "Non-Status Indian", and "Treaty Indian".

Interactive Learning Centres: Community-based facilities where students can receive advice and information, register for courses, receive face-to-face instruction and access electronic networks.

Literacy: The ability to use printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential.

Native Person: For the purposes of this paper, "Native" includes "Aboriginal", "Indian", "Inuit", "Metis", "First Nations", "Status Indian", "Non-Status Indian", and "Treaty Indian".

Post-Secondary: Any education or training beyond the normal high school curriculum. In British Columbia, the public post-secondary system includes 15 colleges, 4 institutes, 3 universities, and the Open Learning Agency.

Satellite Campus: Part of a regional college located at a site other than the main campus.

Tribal Council: An administrative and political unit consisting of a number of bands.

Vocational/Technical Programs: A wide variety of programs which provide training for specific trades, business and commerce, community service, health, tourism, and natural resources.